Lisa Jones and Nicole Gilbert

**Topic:** Clouds (Flickr Lesson)

**Content Standards:**

SC Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena.

4-4.2 Classify clouds according to their three basic types (cumulus, cirrus, and stratus) and summarize how clouds form.

SC Standard 6-4: The student will demonstrate an understanding of the relationship between Earth’s atmospheric properties and processes and its weather and climate.

6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns.

**ISTE Standards:**

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**Essential Question:**

How do different types of clouds determine different types of weather?

1. **Procedure**
   1. As students make observations about the clouds and weather during the Cloud Observations and Cloud Key Activities, partners use a digital camera to photograph clouds and weather.
   2. The students upload pictures to Flickr.com, geotag the pictures to show the location, and add comments that identify and describe the cloud and the weather associated with the cloud.
   3. Students are encouraged to take pictures of the different types of clouds observed at home and at school and to add these pictures to the Flickr group.
2. **Team Work**
   1. Partners upload pictures to Flickr.com, geotag the pictures to show the location, and add comments that identify and describe the cloud and the weather associated with the cloud.
   2. The teacher distributes the checklist and explains how students will use it to guide their work and how the assignment will be graded.
   3. The teacher helps students as needed with taking and uploading pictures and with the writing and posting of comments.
3. **The Audience’s Responses**
   1. The class will view the Flickr group, and partners will share their comments.
   2. A link to the Flickr group will be posted on the class blog so that parents, teachers and administrators can read comments.

**Assessments:**

1. Checklist
2. Teacher observations of discussions

**Resources and Materials:**

1. Computer with internet connection
2. Folders containing notes on clouds
3. Notes from Cloud Observations/Cloud Key Activity
4. Pencils
5. Writing notebooks
6. Checklist (see page 3)

**Project: Clouds Flickr Gallery**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Your partner and you will be adding pictures that you have taken of clouds to a Clouds Group on Flickr.. Each of these questions needs to be answered in your comments:

•What type of cloud is shown? Describe the cloud and identify it.

•What weather is associated with the cloud?

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| --- | --- | --- | --- | --- | --- | --- |
| **CATEGORY** | |  | **Student’s Responsibilities Teacher’s Evaluation** | | | |
|  | | | | | | |
| Content |  | | | Our pictures clearly show clouds and weather. |  | |
|  |  | | | We describe the cloud in our comments. |  | |
|  |  | | | We identify the type of cloud in our comments. |  | |
|  |  | | | We explain the type of weather associated with  the cloud in our comments. |  | |
|  |  | | |  |  | |
|  | | | | | | |
| Organization |  |
|  |  | | | Each of our comments has a meaningful heading. | |  |
|  |  | | |  | |  |
|  | | | | | | |
|  |  | | | My team organized our ideas so they made sense to  others. | |  |

<http://pblchecklist.4teachers.org>